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"Why Is Education?" By Eston V. Tubbs

Journal of EDUCATION

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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Demonstration vs. Theory

PRACTICALLY any important administrative position is being filled by some one who has demonstrated exceptional ability in administration. Practically no one is selected for any important administrative position because of anything that he has written on the theory of success.

Professional surveys have presented elaborate theories of what is wrong in city systems and theories of what would be right, and not one of these theorists has been selected to demonstrate the working value of his theory.

This is no prejudice, but simply magnifies the fact that in this scientific and industrial age it is in the atmosphere that the public accepts no theory but demands demonstration.

Practically every city superintendent has been selected either from the assistants of the city or from a successful superintendency in some city. The reason so much has been said about the election of J. C. Brown, of the State Teachers College at DeKalb, Illinois, for the important superintendency at Pelham, New York, is because it is an unprecedented event.

Practically every important college and university presidency is filled by a successful administrator from some college or university in which he is a distinct success.

Denver University did not go to California for a professionalist for its president, but took the superintendent of one of its largest cities, and Lincoln School, Teachers College, Columbia University, passed by a multitude of professionalists and selected the superintendent of Denver.

Dr. Walter A. Jessup in Iowa State University and Dr. Lotus D. Coffman in the University of Minnesota were last professionalists to be chosen for important presidencies.

In the language of a president of the United States who was a genius in creating phrases, it is a condition and not a theory that has produced the present achievement era in education.

The Co-ordinator, Litchfield, has always been in the limelight in educational progress in Connecticut, and Superintendent Richard Stewart Esten, through the Litchfield School "Co-ordinator," keeps the pace of progress right royally.

"Cost of Not Having"

PRESIDENT HARRY M. CROOKS of Alma College, Michigan, has a really remarkable educational address on "The Cost of Not Having," the introduction to which is the advertisement of a washing machine, which "You will pay for whether you have it or not."

Dr. Crooks skillfully and artistically, with numerous illustrations, makes it clear that as individuals and communities we pay for industrial, scientific and educational progress more indirectly if we do not enjoy them than it will cost directly to take advantage of up-to-date achievements.

It is as effective a reply to the critics of the cost of the latest education as we have heard.

Alexander G. Ruthven, the new president of Michigan University, is having all sorts of success. The latest is a peaceful achievement of a million-dollar dormitory, the suggestion of which has been a red flag in the past.

The Spirit of Des Moines

WE HAVE more than once spoken in appreciation of the leadership of Superintendent J. W. Studebaker, but heretofore emphasis has been placed on his remarkable service as a genius and master engineer. We know of no one who has made anything comparable to his service in establishing building rules which make fabulous saving through mass production building and equipment. He was a builder before he was a professionalist.

This time we are equally impressed with the brilliant use of Armistice Day. "The Kellogg Pact" was the theme of the day. There was an eight-page bulletin, eight by twelve inches, and the printing of the Kellogg Pact in notebook size. There were twelve thousand copies printed so that every high school student had one, as could every teacher in the city.

Each class had a copy of the Federal Bulletin, "General Pact for the Renunciation of War."

Every high school student had two full recitation periods devoted to the consideration of the Kellogg Pact. The history of the Pact, nationally and internationally, was considered in Bulletin.

It was a remarkable concentration for one day of 12,000 youth on history and geography, government and social science.

California Directory

HORACE M. REBOK, Berkeley, managing director of California Society of Secondary Education, has issued a state school directory such as has never been attempted there or elsewhere. Mr. Rebok, who has unprecedented skill in the collection of material and in its arrangement, is an artist in the economical presentation of it.

This year Mr. Rebok's state directory was issued fifteen days earlier than last year, and last year it was a month earlier than before. Now the directory contains twice the information of other days. It includes state, county and city school departments, junior high schools, high schools, evening schools, junior colleges, state teachers colleges, and departments of education in colleges and universities.

Wholesome Caution

DR. J. S. HUGHES, of the Kansas State Agricultural College, has rendered a genuine service to education as well as to economic sociology.

Rat professionalism has needed some scientific authority to say plainly what Dr. Hughes has said so effectively in his article in Hygeia, the Health magazine published by the American Medical Association.

Professionalism has suffered almost irrevocable harm by allowing loose statements and unscientific experiments to be favored because they are attractive by their newness. Dr. Hughes says:—

"Children are led to believe certain essential foods, necessary to build up strong, healthy bodies, are harmful because rats, fed on pre-arranged diets containing the food in question, fail to thrive.

"Unfortunately the experiments that are being conducted in many schools are giving children erroneous ideas concerning the influence of ordinary foods on their health. The experiments are planned on the old idea that certain foods are harmful, rather than on the modern view that it is leaving certain foods out of the diet that is harmful. It is from experiments of this type that the erroneous idea has become prevalent that sugar is harmful to health. There is not the slightest experimental evidence to show that sugar has any harmful effect on normal individuals when used in reasonable amounts in an adequate diet."

In his Hygeia article Dr. Hughes makes it very clear that the rat experiments are often fallacious mischievous, and sometimes vicious. Every one who uses rat pedagogy should read Dr. Hughes' article.

The Junior College

THE Junior College is no longer an experiment, and is in no danger of being harmed by the criticism of scholastic specialists, and no university can be harmed by the Junior College movement.

The Junior College does not take the place of anything that was functioning before it came.

The scholastic specialist says that it would be

much better for any student to get the tonic of the scholastic atmosphere of the university than to have the non-scholastic association of the Junior College. There is no adequate reply to such a statement.

The Junior College is the winnowing of the multitude of youth who think they cannot go to the university. Many Junior College students get a taste of scholasticism and continue their studies wisely and well in universities.

Those who go no farther than the Junior College carry through life a respect for scholarship which makes them students to an extent that would have been impossible otherwise.

Los Angeles has opened three Junior Colleges this season. One of these started with 1,400 students, when the highest expectation was 800. The Junior College meets a condition which makes theorizing unimportant.

A Botanical Laboratory

CHICAGO UNIVERSITY is building a botanical laboratory to cost $140,000. There will be twenty-five rooms. There will be a room in which a temperature of forty degrees below zero may be obtained for seed study, a root cellar where conditions under which fruits and vegetables are stored may be reproduced. There will be every conceivable condition desired for a study of plants.

This famous botanical laboratory will be of "Gothic architecture to harmonize with four other structures being built on the west side of Ingleside avenue." Inside it will be adapted to its name. Outside it will be adapted to architectural art.

The Wyoming State Association was exceptionally interesting and professionally valuable. Country life was delightfully magnified with Lee L. Driver, assistant superintendent of Pennsylvania, and high man among rural education leaders, with a rich background of experience, a sane philosophy regarding the vital issues, and, above all, with an unsurpassed achievement record in Pennsylvania. The state department took a leading part in promoting a program for results.

"The Harp of Life"

IN ONE volume entitled "The Harp of Life," just issued by the Carrollton Publishing Company, Boston, may be found the poems of Dr. Denis A. McCarthy, which heretofore have been scattered through five of his already published books. This new volume also contains many poems hitherto unpublished, representing the very best of his poetic thought.

The readers of the Journal of Education are well acquainted with Dr. McCarthy's name and work. Some of his most stirring poems have been first contributed to our pages. At least five of them were written at the express suggestion of our editor-in-chief, Dr. Winship. These are "Give Them a Place to Play," "A Song for the Child-workers," "The Graduate," "The New Education," and "Teaching."

The work of no other American writer has the delightful Irish flavor found in Dr. McCarthy's lyrics. There is also a special charm in his songs of America as illustrated by his thrilling poem, "The Land Where Hate Should Die."

There is never a discordant note in any line that he writes. There is nothing that can dull one's conscience or dim one's vision of America's future. His message is always a mission, is always inspiring.

Arlington, Massachusetts, which has been educationally sane and spiritually progressive for half a century, has Dr. McCarthy on its School Board.

Jan Christian Smuts

GENERAL the Right Hon. Jan Christian Smuts will lecture in Symphony Hall, Boston, on the evening of January 6, on "Better Means than War for the Settlement of International Differences."

Following closely after the visit of Ramsay MacDonald, the coming to this country of General the Rt. Hon. Jan Christian Smuts has high significance. General Smuts is at present Rhodes Memorial lecturer at Oxford, England. The trustees of Rhodes have granted him permission to make a two-weeks' tour to this country, and Boston is highly favored in having one of his addresses.

Healthy Girls and Boys

FLORIDA has produced the healthiest girl, and Indiana the healthiest boy in the United States, but there were thousands of healthy girls and boys who were healthier than any girls and boys ever measured for health before.

Millions of girls and boys will be healthier three years from today than they would have been but for the health contests in the schools.

Florence Smock, seventeen, and Harold Deatline, eighteen, had to be healthier than any one who won the championship in health in every state and in every section of the country.

All measures were by scientific specialists in health, and it was never merely the measure by any one physician.

There is no chance for luck, as in athletics, and nothing is left to a single umpire. This health crusade is the highest attainment in scientific achievement in any functioning in education.

It is scientifically known that school health attention is lengthening human life, reducing human suffering and promoting industrial and economic efficiency.

Belding's Page

CORRELATING THE UNITS

BETTER articulation of the various educational units through which the pupil progresses from primary school to graduation from a college or a professional school is a subject commanding more and more attention of educators. And well it may.

The parallel between the educational process and that of manufacturing or mass production is by no means perfect and may be even dangerous. But in this matter of articulation the analogy can perhaps be used with impunity.

Organized industry is constantly striving to reduce waste; to straighten out the course of the raw material from the mine or forest or other place of origin to the finished product. For this purpose great combinations of capital are sometimes created and expert organizers apply their utmost wisdom.

Duplication and backtracking are as wasteful in education as they are in industry.

The problem of securing close articulation in education is, however, more difficult than that of securing such articulation in industry. There is no unified control of education, except in states which are equipped with a single state-controlled kindergarten-through-university system; and it is doubtful if in many instances such a system has resulted in perfect articulation.

The period of preparation for life work is manifestly longer than it should be. The question where and how to shorten it is one on which authorities broadly differ. Should students arrive in college earlier—or should they spend fewer years in college than are now required for graduation and for that sense of having rounded out the customary course, that now induces many to stay through their four years?

Articulation merits the attention it is receiving and may receive in months to come. Agreement will be hard to reach, but progress may often be had without complete agreement, when facts are brought forward and desirable goals clearly stated.

TRIBUTE TO SCOUTS

A DISTRICT attorney in eastern Massachusetts declared the other day that no young man who had ever been identified in any degree with the Boy Scouts had been the object of prosecution in his district.

Scout leaders who heard this testimony were gratified. It was, indeed, a fine tribute to that organization.

There is something vitally worthwhile in an organization which touches the springs of conduct in boys, and even in those boys who come within its influence for but a short time. Scoutmasters often despair of helping those boys who hang around the fringes, attending but few meetings, seeming not to comprehend Scout principles or to have any sympathy with the aims of the group. There are boys who attend meetings for only a short period, and are manifestly out of harmony all the time they maintain their connection. Then they go out into the world—and somehow they appear to take something of a Scout's ideals with them.

The fact should lend encouragement to teachers and principals who must often feel that they are sowing seed on barren ground. The proof is in the later fruitage—the way the boys and girls turn out. There will be a few shining examples of brilliant success, no doubt. These are less significant than the manner in which the rank and file conduct themselves in life's affairs.

The influence of a leader is one of the most imponderable things in the world. Yet it is never negligible and may be exceedingly great.

If Boy Scouting is an effective deterrent of youths who might have turned criminals, the reason is not to be sought in Scout lore and oaths and regulations alone, or even mainly, but in the opportunity for contact with fine, manly men who devote themselves to developing some of the innate possibilities of the lads who come before them. The personal influence factor is the big factor in all organized effort to start youth along the right road.

LATIN ALPHABET

RUSSIA is moving to adopt the Latin alphabet, in place of one which has long baffled foreigners, and—no doubt—been a hindrance to the spread of literacy among the Russian people themselves.

The old Romans left to the modern world many important legacies, not the least important of which is the alphabet which, in many excellent variations, known by name to printers and familiar to the eyes of all, is the most legible set of characters in the world.

Turkey has seen the value of junking its own hieroglyphics and substituing the Latin alphabet—a feat which is being accomplished with amazing rapidity.

The modern world exercises the right of selection. We may all rejoice that the Latin system of numerals fell into disuse. The Arabic figures and basis of tens has made computation possible. Caesar managed to build an effective bridge across the Rhine without Arabic numbers, but picture, if you can, the civil engineer of today trying to get along with clumsy Roman numerals!

Anson W. Belding

Associate Editor.

The South Awakens

By DR. JOHN J. TIGERT
President, University of Florida

THE old South—the South of slavery and secession—was an agricultural domain in which cotton was king and there was strong antipathy to industry. Even on the cotton plantations the planters who constituted the gentry of the old South did no real labor, riding about over their lands on horseback while slaves did the manual labor. Therefore, labor and industry came to have a certain stigma in the eyes of Southern people. In the last few years a transformation has begun and a new South is being born with a sympathetic attitude toward manufacturing industries. This new South is still a great agricultural region, but it has become also a great industrial region. About 38 per cent. of the farm lands in the United States are in the South, and these constitute about 27 per cent. of the value of all farm property, and yet there are only two other sections which surpass the South in manufacturing, and these centres are in the East and Middle West. New England is primarily an industrial region, but it produced in 1925 only two-thirds of the manufactured products of the South. While the South is now producing a greater quantity and variety of agricultural crops than any other section, yet the value of its industrial output is now twice the value of its agricultural production.

The new era in the South has witnessed a growth in industry which is nothing short of a social and economic revolution. The attitude toward industry, labor, capital, business, tariff, and a multitude of other things has been rapidly transformed. Take one illustration, in a few years the major textile industry has been transferred to the South, and the South is producing 62 per cent. of the cotton goods of the United States at the present time. In 1927 the South manufactured products of all kinds which sold for more than ten billion dollars, and spent more than six billion dollars for materials, supplies, fuel and power.

Notwithstanding these astonishing facts about agriculture and industry in the South, it may be said that the possibilities of development in the South are just beginning. Agriculture and industry are only in their infancy compared to what they are likely to become in this region. Probably less than ten per cent. of the agricultural lands of the South have been actively developed, and large parts of the lands now under cultivation can be made to yield a great deal more through application of scientific principles. The natural advantages in the region have been so great that proper fertilizing, rotation of crops, reclaiming cut-over and worn-out land and other improved methods of agriculture have been somewhat neglected. Everywhere now, through the leadership of the state agricultural experiment stations, agricultural extension work by the colleges of agriculture, home and county demonstration agents, boys and girls clubs, and other agencies, production is being steadily enlarged. New crops are being brought into existence, old lands are being made to produce more, and new enterprise is dawning. A concrete example is the case of a boy in Florida belonging to a corn club, who produced a yield of 104½ bushels of corn per acre in 1928 in Hillsborough County. Seventy-nine boys, contesting for a scholarship at the University of Florida, produced an average of nearly fifty bushels of corn per acre by using experimental data secured from tests conducted on average soils of the state. It was formerly thought that Florida could not be considered as a possible region of much corn production.

The natural resources of land, timber, minerals and water power, coupled with the abundance of labor and climatic advantages of the South, all combine to make the agricultural and industrial future greater than any man has hitherto dreamed or can at this moment adequately picture.

Florida is an outstanding illustration of the miraculous forward progress of this new era. Since the World War no state in the union has increased so rapidly in wealth and population as Florida; in fact, the progress was a little too rapid to be thoroughly sound and wholesome, and the state was compelled to suffer some readjustment because of over-enthusiasm about land values. Now, Florida is beginning a steady and thoroughly controlled forward movement that promises an even greater advance than anything of the past. The state is a vast empire, exceeded in geographical extent by only one of the southeastern states with a land area of more than thirty-five million acres. About one-seventh of this area is now in farms. Florida is primarily an agricultural state though its manufactures have yielded as high as $267,000,000 in a single year. Our crops are corn, peanuts, cotton, tobacco and a large variety of vegetables; our fruits are world famous, including citrus, avocadoes, grapes, strawberries and pineapples. The citrus crop has yielded as much as $50,000,000 annually to the state. Live stock in Florida include dairy cattle, beef cattle, hogs, and a limited number of sheep. Poultry raising is scattered over the entire state and promises much for the future. The

Everglade section of Florida covered with fertile muck through millions of years of deposit is potentially the greatest agricultural basin in the United States when once the water control of that region is effected. This region lends itself to sugar raising, and is destined to become one of the great "sugar bowls" of the world. The South supplies the nation with one-third of its fresh fish food, and Florida is surpassed by Virginia alone among the Southern states in this regard. The South also supplies one-third of the mineral output of the United States. In 1928 the South accounted for petroleum to the extent of 63 per cent. of the output of the United States, and 43 per cent. of the world's output. The South is said to have twice as much coal as all Europe, and five times as much coal as Europe outside of Russia. Florida is one of the richest of our states in some deposits. For example, Florida produced 82 per cent. of all the phosphate rock sold or used in the United States in 1928.

The South is entering upon a period of new accomplishment that will inevitably eclipse anything that has ever preceded it. A new spirit of enterprise pervades it, scientific knowledge is emanating from its seats of learning which are beginning to vie with the best of the North, its people are being filled with new hope, and all the signs point to an era of greater wealth, finer ideals and happier living among all its people.

Why Is Education?

By ESTON V. TUBBS

Director, Bureau of Curriculum, Chicago Public Schools

THE evolution of educational philosophy and practice from the rudimentary beginnings in the life of pre-historic man down to the present time is a long story replete with the striving and hope of the race in its struggle from barbarism to civilization.

In a very real sense we are the heirs of all the ages. What men have thought and done in the past is germane to the plans of those who are moulding and training the children in our schools to assume the duties and responsibilities of adult life.

The glory that was Greece and the grandeur that was Rome stand out as beacon lights in the progress of human kind. The influences which these nations set in motion are woven into the warp and woof of our educational procedures and into our social and cultural life. The spiritual contribution made to the world by the Hebrew race is of incalculable value. It may be possible to estimate in dollars the material wealth of the world, but the moral values of Judaism and Christianity, although they do not show up in any trial balance, constitute the richest heritage mankind has ever known.

The great masses of people in all ages have been influenced and led by a minority of outstanding intellects. Such men as Confucius, Buddha, Aristotle, Christ, Pope Gregory, Galileo, Luther, Copernicus, Watt, Whitney, Edison and others have influenced profoundly the lives of the people of earth. It is a universal truth that the philosophy or conception of life held by any people is transmitted from one generation to another through the agency of the schools.

Many times in the past great changes have come in a relatively short time as the result of some invention or a new and revolutionary idea that has had a powerful appeal to the minds and hearts of men. It is altogether possible that some one may stumble upon an invention, or hit upon an idea tomorrow or next week which, translated into mechanics, would redirect the flow of human life into uncharted channels. The curriculum-maker must take cognizance of the trends of thought, material development, and social evolution in order that his courses of study may be functional in character and will effect desirable changes in the lives of boys and girls so that they will, in turn, assume the duties and responsibilities of adult life, and discharge them in a creditable manner.

America today is young and prosperous. A vast stretch of territory has been converted from a wilderness into the homes of a hundred seventeen million people. Our raw materials, energy, and resourcefulness in invention have enabled us to develop into a great manufacturing nation whose products are seeking markets in every port Great cities have sprung up as if by magic. We are fast changing from a rural to an urban population. Social relationships are becoming increasingly more complex. We glorify men of action and boast of our material accomplishments. We take a great deal of pride in our skyscrapers, our great railroad systems, steel mills, automobile plants, and paved highways.

Our material progress constitutes a notable achievement. Inventions have revolutionized our economic and social life. These things are splendid in themselves, but national greatness must be built upon a more abiding foundation. H. G. Wells declares that present-day civilization is a race between education and catastrophe. There is great danger that we have already set in motion forces that may be a curse rather than a blessing

unless we bring to bear all of the intelligence of mind, heart, and soul we possess in devising courses of study in our schools and techniques of instruction that will result in making mechanical devices our slaves and not our masters.

There is great need that we arrive at the point sooner or later when we shall put first things first. We must build up traditions and ideals that will anchor us safely and securely to the eternal verities. We also very much need in our country a greater respect for scholarship and research in every field of human endeavor. This is essential if our educational program is to be intelligently directed and a progressive evolution maintained that is in step with the demands of a dynamic social organization.

It cannot fairly be said that we are altogether lacking in traditions and ideals. Although we may at times seem to see through a glass darkly, one thing is certain. The conception that education should be free and that it should be universal is an ideal that stands out as one of the most important tenets of our educational faith. We are attempting to educate all the children of all the people, giving to every boy and girl regardless of race, color or previous condition of servitude, an opportunity to measure up to his and her highest capabilities.

We are also attempting to improve as much as possible the living conditions of all our people. Henry IV. of France declared that his greatest ambition was so to improve the conditions of the peasant class that they could afford the luxury of a chicken in every family stew-pot at least once a week. In recent political campaigns in the United States this same idea was expressed in the slogan, "the full dinner-pail." It is frequently remarked that the ordinary laborer in our country enjoys luxuries that only a short time ago were unknown even to kings. Not only does he carry a "full dinner pail," but he enjoys the benefits of sanitary homes, electricity, telephone, radios, and automobiles. Indeed it is not uncommon for employees to have considerable holdings of stock in great corporations. This is true of such organizations as General Motors, Standard Oil Company of Indiana, Pennsylvania Railroad Company, and many other large industrial enterprises. Liberal pension systems for employees have been adopted and extensive welfare work is being done by hundreds of business concerns. The process of extending profit and stock-sharing plans to employees by business concerns has developed to a point where the workers frequently exercise a controlling influence in the organization in which they are employed. The economic status of the working people in our country is universally recognized to be higher than that of any similar group in the world.

We fondly cherish the hope, and not without justification, that drudgery and grinding poverty will disappear from among us. This may appear chimerical and Utopian, but it certainly is an ideal we have undertaken to translate into terms of practical reality. No nation has ever before faced such a challenge as this. We have supreme confidence in our ability to meet successfully this great issue. Of course, the time will never come when it will not be desirable for men to work nor will it be possible for every person to be a landed proprietor or a millionaire. Social workers, however, even now, freely predict that poverty, as the term is usually interpreted, is fast disappearing. The generosity of the American people is universally recognized. The United States stands out preeminently in the alleviation of affliction and suffering. Europe and Asia may continue to point with pride to places of historic interest, to their great literatures and philosophies, but back of our apparent materialism there is a fine spirituality that finds its expression in good works.

A cardinal feature of our great program of social betterment is the emphasis which we are putting upon health education. During the last twenty years the expectancy of life has been increased twelve years as a result of scientific research. Typhoid fever has very largely disappeared, and through the administration of toxin-antitoxin and serum treatment, diphtheria and scarlet fever have been greatly reduced. The death rate from tuberculosis is gradually falling. Medical inspection in our schools is all but universal, and the beneficent results of this policy are transforming the lives of thousands of school children who otherwise would be seriously handicapped in the race of life. We are constantly discovering and re-discovering the cardinal principles which have meant so much in the educational philosophy of other peoples. As did the Greeks we are coming to recognize the wisdom of a plan of education that includes the whole man—physical as well as mental.

Perhaps in no other nation in the world has childhood come so fully into its own as it has in the United States. Upon this rock we are building our civilization, and the storms of bigotry and false doctrine shall not prevail against it.

The curriculum maker must have a clear understanding of the purpose and meaning of education. There is much to be learned from the experiences of the past. The best thought of our leaders in the fields of politics and industry is being directed toward improvement in the standards of living of the people of the United States. One of the ways of bringing about this desired result is through universal education. Our country is thoroughly committed to the policy of affording equal educational opportunities to all; a chance to every boy and girl to achieve success commensurate with his native ability. All this is done in order that human life may be the more enriched.

They Say

WILLIAM B. STOUT, of Ford Motor Company:—

"It's as easy to learn to fly as play golf. We can all play golf, but we cannot all be golfers. So with flying. We cannot all be Lindberghs, but any man who can drive a car and walk a straight line can learn to pilot."

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president of the N. E. A.:—

"More time is still spent on arithmetic, writing, reading and spelling than on all other subjects in elementary schools."

MARY McSKIMMON, Pierce School, Brookline, Mass.:—

"Participation of teachers in determining policies gives greater freedom from friction and obstruction, but no machine ever invented could hold our heads and hands, if our hearts were not freed for the bigger thing in education, and that is what feeds the soul within us."

WILLIAM J. BOGAN, superintendent, Chicago:—

"We are a nation of listeners rather than performers. It is our mental habit to view with longing the culture of Europe and to ignore the great talent native to our own land. It is part of the duty of the public schools to bring to the attention of the nation the vast musical resources that are ours and to teach us to value them."

DR. JAMES L. MEADOR, president, Russell Sage College, Troy, N.Y.:—

"Whom to admit to college is one of the most persistent and redoubtable problems which American higher education is grappling with. Of late an entirely new attitude toward college admission has been evident.

"The important question is not 'What has the student done in high school?' but 'What will he do if admitted to college?' The new trend is more forward-looking than the old."

EDWARD L. THORNDIKE, Teachers College:—

"A college education can be made a life-long experience, rather than a pre-occupation for four short years."

MRS. MARION COATS GRAVES, formerly president of Sarah Lawrence Junior College:—

"The average good student can secure more actual knowledge from his own reading than from an equivalent amount of time spent in the classroom."

IRA MORRIS GAST, New York University:—

"Healthy mental habits are fully as important as healthy physical habits."

HERBERT KAUFMAN:—

"Illiteracy is the favorite quarry of the quack, the demagogue, and the scoundrel."

GEORGE M. WILEY, Deputy State Commissioner, Albany:—

"The schools, in the development of the new curriculum, must give far greater emphasis than is now being given to the needs of the individual pupil. This period in which we live may be called an age of quantity production. Everything must be standardized. This uniformity becomes almost the curse of mediocrity."

HENRIETTA M. LANGNER, Hutchinson Central High School, Buffalo:—

"America has justly been called a home-loving nation. Remove the home and you have destroyed the backbone of American life and civilization. From earliest times the home has been a factor in shaping the life and character of the individual. Like all things progressive it has changed through the years. Demands upon the homemaker's time have increased, responsibilities both inside and outside the home have grown. Today the community calls and there are many other influences outside the home."

WILLIAM JOHN COOPER, United States Commissioner of Education:—

"Pupils must have the opportunity to develop more individuality even in the face of increasing standardization of society. We must get away from a standardized personality extra curricula. Children must learn to work with one another."

DANIEL L. MARSH, president, Boston University:—

"We rightly emphasize vocational education. Let us also insist upon educational vocation. We talk about university extension work, meaning thereby classes conducted for persons who cannot receive the regular classroom instruction. That is well; but let us so extend the influence of our educational institutions as to make history itself a university extension course in the art of fine living."

Counseling and Guidance

By JASPER T. PALMER

Mount Vernon, N. Y.

WE ARE frequently asked why we do not have as many disciplinary problems as formerly, and why boys and girls remain in school longer. I think the answer to this is that teachers and the supervisory staff are concerning themselves more with personnel features. As soon as a child enters the kindergarten he is at once in the hands of a social director. The kindergarten teacher sees more than several boys and girls; she sees individual personalities that need aid in unfolding. The child's love for the teacher ripens quickly. He responds to her direction through this love as against coercion in the earlier days.

All through the elementary grades boys and girls are taught by precept and example to do right because it is right, and not through fear of consequences. Also, they are led to feel that the school is theirs and that they have a real part in its success. In other words, they quickly learn to recognize that they are more or less responsible for the work and spirit of their school.

At the age they reach the junior high school they are well grounded in the fundamentals of school loyalties and are ready to take a bigger part in helping the teachers "carry on." It is the age when boys and girls enjoy initiative, appreciate responsibility, and thrive on recognition and commendation. It is in the junior high school where guidance and personal counseling takes more definite shape. Home room teachers make themselves responsible for the morale of their classes and its individual constituency and take time and pains to personally guide and direct each student in right habits and good attitudes. This takes the form of educational and social guidance. In the ninth year before going on to the senior high school the students are led to an appreciation of the fact that a higher education and a subsequent vocation choice is before them. Time is taken to study courses given at the senior high school and college requirements. Also, vocations are studied, and while no attempt is made to make one determine his precise vocation he will follow later in life he is led to study the advantages and disadvantages of many and led to realize that sooner or later he must make a choice. In determining his future educational work and vocation each student is led to see his own limitations and to appreciate outstanding talents.

Along with the educational and prevocational guidance work much consideration is given to health features and the best use of leisure time. Not only do the junior high school students receive much attention to good health habits, but personal health defects are pointed out and remedial measures suggested. Realizing that a good part of their life now and in the future is going to be at their own disposal, time is taken to point out to them things of cultural values, which they can enjoy in the way of entertainment, and to appreciate the offerings of a recreational and vocational nature given in the junior high schools and continued in the senior high school, which will serve them in adulthood as a result of these adolescent experiences.

While the home room teacher assumes much responsibility in guidance and counseling for her home class assigned to her for a year, she is supported in her work by the home, by the principal, and other teachers as well as by civic interests in many instances. To co-ordinate the guidance and counseling a special counselor is placed in each junior high school.

The emphasis to guidance and counseling in the junior high school makes for a quicker adaptability to senior high school work, a better attitude toward the school program as a whole and gives a stronger foundation for the right morale that is so essential for success in college and in the vocations each will sooner or later enter into.

We are pushing back the beginning of the universe to a past measured by millions or trillions of years. Is it not our duty and our right to push forward the ending of the universe by an equally limitless period? We are dealing with the eternities and the infinities in time and in space.

—Charles F. Thwing.

Everyday Life in Russia

By L. H. PUTNEY

(*Fourth Article*)

While in Moscow I visited the offices and plants of both the *Peasants' Gazette* and the daily newspaper *Investiya*. Both establishments would compare favorably with any similar ones back home. Each had big batteries of linotype machines, huge rotary presses, complete photo-engraving and stereotyping outfits, special presses for offset and color-printing, modern mailing equipment; in fact, everything which goes with an up-to-date printing establishment. *Investiya* is the government organ and consequently the leading daily in the country. It is published every morning except Monday. Its editorial rooms would do credit to any daily in America. The general manager, who showed me through the plant, was a blue-bloused worker. At present both plants are using a lot of paper made in Newfoundland by an American corporation, but they expect within a year to be able to obtain all they need from Soviet paper mills; in fact, I was told that before long the U. S. S. R. will become an exporter of newsprint.

Exports, by the way, are of vital importance to the U. S. S. R., for without credit in the money markets of the world, it is only by exports that she can obtain the machinery and raw materials required for the industrial and agricultural revolution on which her very existence has been staked. To prevent the dissipation of her extremely limited capital in non-essentials, she has adopted the device of making all foreign trade a state monopoly, and as we have seen, has created a special commissariat to supervise it. To facilitate trade relations with the U. S. S. R. special representatives of this commissariat are located in many foreign countries. The actual importing and exporting, however, is done by certain state-owned joint stock companies, who act as agents for the several state trusts and co-operative associations. Besides the *Amtorg Trading Corporation*, of which mention already has been made, and *Arcos, Lt.*, a similar concern for Great Britain, there are *Exportles* to handle all exports of timber, *Chimimport, Ltd.*, to purchase abroad supplies for the chemical works, *Rygostorg* and *Vintorg*, to market canned foods and wines, respectively, *Centrosojus, Ltd.*, the representatives of 85,000 "co-ops," *Textilimport*, purchasing agents for cotton, wool, yarns, and textile machinery, and a dozen others.

A study of the imports and exports of the U. S. S. R. shows an almost yearly adverse trade balance, as compared with a regularly favorable one up to 1914. The Soviet authorities explain this by saying that instead of shipping out of the country so much grain, butter, eggs, and other foodstuffs that a large part of the population must go hungry, as they claim was done in tsarist days, now they export only such surplus as can be spared safely. They also argue that in those days the trade showing gave a false picture of the real situation, since more money than the favorable balance was required to pay the interest on the nation's external debt, which, it will be recalled, the Soviet government has repudiated.

In spite of the fact that our country has no diplomatic relations with the U. S. S. R., last year we were her second largest creditor nation, being surpassed only by Germany. From this trade the South was the especial beneficiary, for more than one-half of the 181 million roubles spent in the United States went for cotton. As a debtor nation we ranked the eighth, our purchases amounting to only about 22 million roubles. In order of importance the exports to the United States were manganese ores (an American corporation has a concession to exploit the manganese deposits in the Caucasus), casings and entrails used in the making of link sausages, furs, hog bristles, lumber, and licorice.

That more and more interest is being taken in the trade possibilities afforded by the U. S. S.R. is indicated by the increasing number of American business-men visiting Russia. While I was in Moscow a delegation of ninety-five, engineered by the Russo-American Chamber of Commerce, arrived to spend a month touring the country. No one could doubt that they were welcome from the efforts that were made to entertain them. The Soviet leaders know very well that a favorable word from such men will go farther in Washington than will the reams of stuff that flow from the pens of the legion of American professors who come to investigate the social and economic situation and to write books about the Soviet theory of education.

Any story about Russia which failed to mention the *Kremlin* in Moscow would indeed be lacking. To begin with, Moscow is not the only Russian city which has a Kremlin, for the word really means a fortress, and such was, and in a way still is, the one in Moscow. It is situated on the banks of the Moskva river, and bore much the same relationship to the ancient town of the Grand Dukes of Vladimir as did the Acropolis to Athens. Like all fortresses the Kremlin is surrounded by a wall. This wall is built of red

bricks, and is about two kilometers (1¼ miles) long, and in places as much as sixty-five feet high. Scattered along its length are nineteen towers of different shapes and ages, and cut through it are five gateways. Originally, on one side of this wall was a morass, which served as a sort of moat, but this has long since been drained and converted into a park.

The area within the Kremlin is filled with buildings—principally palaces, museums, and churches. The oldest of them dates back to the fourteenth century, but all have experienced many additions and renovations. The visitor is especially impressed by their crudeness, and by their lavish use of color, which suggests at once an oriental influence. You are shown the window behind which the early czars had their study and from which a basket was lowered to receive the petitions of their subjects. The guide is careful, however, not to let such an opportunity for a bit of propaganda escape, and hastens to add that nothing ever came of these petitions. When you see the open terrace where, regardless of weather, the *boyars* were required to await the pleasure of the imperial will for their audiences, you realize what tyrants those old fellows must have been.

Every czar of Russia had to come to the Kremlin for three important ceremonies, each of which took place in a separate church—for baptism, coronation, and burial (the later Romanoffs were interred in the church inside of the fortress of Peter and Paul at Leningrad). It is very impressive to stand before the rough hewn sarcophagi of Ivan the Terrible and the other Ivans in the dimly lighted *Archangelski Cathedral,* and to contrast the crudeness of their final resting-places with that of the Hapsburgs in the crypt beneath the Church of the Capuchins in Vienna, but you lose some of your veneration for saints when informed how many of the old brutes were canonized after their death.

In some ways the most interesting building in the Kremlin is the *Bolshoi Dvoretz,* or "Great Palace," which was built by Nicholas I. Over this building, day and night, waves a huge Soviet flag, for it is the centre of Soviet rule. Here the TzIK holds its meetings, and somewhere in its spaces that man of mystery, Yosiph Stalin, the uncrowned king, has his office. It is hard enough to get into the Kremlin, but infinitely harder to enter that massive palace on yonder side of the square, for day and night heavily armed guards stand at attention before its portals, denying entrance to all not supplied with special permits. To my surprise I discovered that, in spite of all that has been written to the contrary, one may photograph almost anything out-of-doors in the Kremlin, with one notable exception—soldiers.

The place is full of the latter, for as I have already said, it is still regarded as a fortress. Not far from their barracks is a collection of hundreds of cannon which Napoleon abandoned when he left Moscow. Nearby, too, is the original "Big Bertha" which was constructed in 1586. It weighs about forty tons and was supposed to hurl balls nearly two feet in diameter and weighing more than two tons each. As a matter of fact, it was never fired, for the engineers knew only too well that if it were, it would burst. Its one mission was to bluff the foreign ambassadors, and apparently it succeeded.

The more I think about it, the more I feel that this big gun symbolizes the part that Russia has played throughout the years. A big bully as it were, she kept the chancelleries of the West in a state of chronic fear lest by her very size she might crush their royal masters, and it remained for the little yellow men of the East to call her bluff. When I see the fear still entertained of her by her neighbors, a fear so great that only with the utmost difficulty may one coming out of the U. S. S. R. bring with him the most innocent Russian literature, I wonder whether she may not still be up to her old game. Time alone will tell, but meanwhile Russia remains in many respects the most interesting country on the face of the earth, and one with almost unlimited possibilities.

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by

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Ideal Student Should Not Get High Marks

By ARTHUR DEAN

A student once asked us: "How can I pass Professor T.'s course? His influence on the faculty is great, you know, and I must get a high mark in his subject."

Knowing Professor T. and his method, my reply was: "Listen to all he says. Agree with him in discounting all opinions of other experts in his subject, and in the final examination write exactly what is in the test book he has published."

The student received the highest mark in the class and had no difficulty in obtaining the Professor's hearty endorsement of the student's candidacy for a Ph. D. degree.

I'd have given this intellectual runt a nice fat zero. How he would have kicked! And with good reason; for after all, the student did exactly what is done by every student who gets high marks in colleges and high schools where the educational ideal consists in giving back to the teacher exactly what the teacher has handed out to the student.

A student whose thinking is different than that of his teacher and has the courage of his own conviction and backbone enough to express them is a species that is practically extinct. And more's the pity.

And professors and teachers who are broad enough to recognize such a student and to give him high marks for doing his own thinking in his own way are even rarer.

Believe it or not, these are the reasons why public education does not and never will produce a Fabre, Darwin, Disraeli, Dewey, Cheklov, Aquinas, Galileo, Huxley, or Lindbergh.

It takes more brains to know what one should do when in school or college than it does to follow what the teachers and books say should be done.

PLAYING THE GAME

It's a wise collegiate bird that knows that the primary purpose of a college education is study. It's a wiser one who knows what to study. It's the wisest of all who knows when study stops and play begins.

It takes almost a genius to realize that devoting himself to a major sport which makes him a day laborer for the alumni and the bleachers is usually a bigger sacrifice of his intellectual and personal interests than he should be called upon to make.

It takes a master mind for one to divide his or her education into study for marks, recreation, opposite sex, and study for knowledge and training.

Reform does not rest with the student body. I believe the student body has more sense than the faculty. The emphasis on marks comes from the faculty; the parents cry for them. God bless the students — they do their duty and get them. The sweet little angels are wise, they know on which side their bread is buttered and like little men and women they go to it and spread it on thick.

Nevertheless the best student is he or she who learns early in his high school or college career that the object of education is to satisfy himself and herself, not the school or college authority; that should mean to become an educated man or woman, not merely a student with high grades.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Butterflies, the Bright People

Eé-e-Toy, the smiling one, the Big Brother, sat on the cloudless height of Baboquivari deep in thought. "I must do something," he said, "to undo the evil that these strange little brothers of mine are constantly doing. Why cannot they be happy like the flowers and sing sweetly like the meadow larks? Why cannot they learn patience from the frogs, and possess all riches in their spirits, content with these better things, instead of struggling and sweating and overreaching one another for the possession of trifles that are of no lasting value?

"Even now I see a man, whose spirit is ashamed, cheating his brother out of two baskets of corn; I see another creeping up on a fellow being intent on slaying him for a blue stone he carries in his quiver. Now, there is no need of all this. I have given mankind rulership over the earth and the waters; I have given him the woods and the streams and the warmth of the sun and the cooling hands of the rain; I have given him corn and melons and honey from the hives of bees and yet—having all these things—some are dissatisfied and would take more than their share, leaving their brothers to hunger beside the way. I shall go forth this very hour and walk in the guise of an humble beggar among these men and observe their thoughts. Perhaps in this way I can find out wherein I have failed to serve them for their spirits' growth."

All day Eé-e-toy walked among the pueblos of the desert people. Just at fall of night he returned to the rough trail that led to the silent peak of Baboquivari. He sat down to rest under an oak tree and placed his staff and black bag beside him. "Alas," he said, "the fault must be mine. Nowhere, save in the eyes and mouths of children, did I find any love for beautiful things. My sunsets and my golden morning hours and my songs of birds and my lovely flowers have all been spent in vain so far as the thoughts of men have been affected by them. I must do better by these simple souls, bringing beauty closer to their doors."

As Eé-e-toy spoke he reached up into the oak tree and gathered a handful of leaves, then he gathered the gold of flowers about his feet, then he tore a sheet of deep blue from the sky, leaving the spangling stars a-glitter on it; then he took a handful of pure white snow from the mountain top and a ribbon of scarlet flame from the sunset beyond the peak; all these he thrust into the black bag in which he had made things for the earth since time began. Very softly he shook the bag, crooning as he did so, creation's mighty song. When the song was ended he untied the dark strings of the bag and opened up its wide mouth and shook it out above his head. Instantly the air became full of glittering flying things; like a snowstorm they spread gold and fire and purple and silver wings about his head.

"Go, beautiful creatures," said Eé-e-toy, "into the gardens of the homes of men. Fly before his very eyes, flutter within reach of his outstretched hands; sip from the water holes where he comes to drink, gather like autumn leaves on the path he treads, add glory to the spot he loves; suffer him to catch you as you poise yourself upon a flower, be the gentle playmate of every little child. Gentleness shall flow from you like a rainbow mist; nectar shall be your drink which I shall pour for you into the chalices of flowers; among you there shall be no trace of savagery, no battles and no shedding of your blood; thus your presence will become the service of the spirit as your wings shall be its symbol from this day forth. Perchance in this way, from the glitter of your priceless beauty, man may catch a glimpse of the glory of the spirit shining under the fringes of all created things." Then came the queen of the winged creatures, the bright people, before Eé-e-toy's face.

"Big Brother," she said, "we shall go as you have bidden us, but would it not be better if we carried with us a golden song?"

Eé-e-toy thought a moment before he answered.

"In silence you shall go," he said, "bearing no song. In silence you shall perform your task. Velvet are your wings, making no sound, bearing you into the vision of man and out again like thoughts of beauty which his own spirit sends to him. Others shall sing, I promise you,—little people of the dusk and dark,—hidden under stones and leaves, sending a disembodied message to dull human ears,—thus shall beauty reach out to man—song from unseen singers—and beauty such as yours floating downward without song."

Thus it came about that the butterflies, the bright people, came into being,—each one a messenger from Eé-e-toy, the Big Brother, the Smiling One.

The Warning—I

Eé-e-Toy, the Great Spirit, was troubled. All day long he grumbled on the high top of Baboquivari. All day a dark cloud gathered like a frown over the granite peak and the world brightened with fear as Eé-e-Toy lifted his lids and flashed his eyes as he looked towards the village of the Desert People.

"One more complaint about this rascal," he muttered, "and I shall cease my work on the wings of this moth and settle with him forever. I am tired out with the charges people make against him."

At that very instant a bluebird winged his way through the frowning clouds and perched lightly on the Great Spirit's shoulder.

"Eé-e-Toy," said the bird, "it is that evil one again, who causes me to bother you. I bear now the prayer of a little girl whose father has been robbed of three baskets of grain. The little girl saw the evil one steal the grain, but she dare not even tell her father for fear of the man's vengeance." The Great Spirit groaned. "It is enough," he said. "The spirit of Pahn is in this one. To drive him forth I must change this man's nature. Like a blood-thirsty bat the spirit of Pahn drives him this way and that, robbing and slaying and saying the evil word, thus destroying joy. But yesterday a widow came to me in prayer and said: 'Eé-e-Toy, this one had defied you, for when I called on him, in your name, to return my child to me, whom he had taken in slavery, he laughed and said: 'Be still, old woman, the day comes when I shall pluck a feather out of Eé-e-Toy's hair and wear it myself so all may see how great I am.'"

"Go quickly, Oo-oo-vick, and summon this one to me. If he come not, call to Huh-wuh-le Aw-o-tahm, the wind man, and he will circle him with his brown arms and whirl him round and round and round and bring him here as though he were a last year's tumble-weed."

Oo-oo-vick darted away at the Great Spirit's command and coming to the house of the evil one alighted beyond reach of his hand and said: "Evil one, Eé-e-Toy wishes you to come to him at once!"

"Just the chance I have been looking for," laughed the evil one. "Now I shall snatch a feather out of Eé-e-Toy's hair and wear it myself as I have promised. I start at once. Perchance my magic will carry me there

faster than your wings." As he spoke the evil one rose lightly into the air and passed over the brown desert land to the mountain of Baboquivari, where the Great Spirit awaited him. The mountain shook as he alighted on its summit and bright flashes played about his shoulders as Eé-e-Toy opened his eyes and looked at him.

(To be continued.)

The Warning—II

"Evil one," said Eé-e-Toy sternly, "your course is run. The prayers of the people for relief from your hands have come to me and must be answered. Before nightfall make choice of a tribe among the little people, for most certainly shall night find you one of them."

All the brave words that the evil one had brought with him stuck in his throat as he tried to utter them, and the hand he tried to reach out toward one of the feathers in Eé-e-Toy's hair was as helpless as a broken twig. A terrible fear of the power of the Great Spirit crept into his soul. With a cry of dread he turned and rushed away, falling in a heap finally on the shores of a salt marsh.

"Fool that I was," he cried bitterly as he lifted up his head, "fool that I was to bring the wrath of the Great Spirit against me, but I must move quickly, the minutes fly and before night I must find some tribe of the little people that will welcome me. Let me think! Ah, I have it. There is much honey in the hives of the bees and I love honey. I shall ask for admittance to that tribe."

"Moo-moo-vah-ll," cried the evil one as he came into the presence of the Queen Bee, "I wish to join your tribe. I am tired of the ways of men and would be quit of them forever."

"Your name has come to us before you," said the Queen Bee. "We are a quiet, hardworking people, who live in peace even though we all carry daggers for protection. What fools we should be to let someone like you disturb us with your evil acts. No, no! Begone before my whole hive attacks you."

"So much for that!" growled the evil one. "Apparently my reputation is not going to help me any. I shall try the Ant people. They live underground and are not likely to have heard of me." The evil one was mistaken, however. The Ant people had heard of him. The Ant Queen glowered at him from under her two long eyelashes. "Begone!" she cried. "We are peaceful people and want none of you. If you cannot get along with your own kind how can you expect to get along with us? Foolish one! You are about to be punished for your sins. Begone!"

The evil one went slowly out into the late afternoon. "I shall try Tawk-e-loot, the spider-men," he said. "After all they are more like me than any of the rest. They spread nets for the unwary as I do. I shall be quite at home among them. What a net I shall spread! Even the bluebirds shall be caught in it."

"What impudence!" cried the Spider Queen, when he mentioned joining the tribe. "What an insult to us! We spread our nets under the open sun or where they can be plainly seen by anyone, but you—O evil one, your nets were spread in secret and your victims trapped by lies. Begone! Your very shadow insults us."

"This, indeed, is something to think about," said the evil one to himself. "In an hour I must stand before Eé-e-Toy. What shall I do! What shall I do!"

(To be continued.)

The Warning—III

Just then the evil one saw a midge going round and round above the water. "I shall be a midge," cried he. "The midges have no queen to stop me. They are so selfish they will not care, but I shall improve upon them with my magic." The evil one chuckled. "I shall not waste my time here by the river making empty circles in the air. I shall go back to my village and revisit my own kind."

The laugh of the evil one was not good to hear. Just then the sun sank behind the crest of Baboquivari and the power of Eé-e-Toy found the evil one still laughing. In an instant he had dwindled in size until he could scarcely be seen; a strong wind seized him and away he went until he was whisked into the presence of the Great Spirit, Himself.

Eé-e-Toy stroked His chin and nodded, then He grew serious. "What is that you carry on your nose, evil one?"

"A saw," sneered the evil one, "with which to part the flesh of mankind."

"What else?" asked the Great Spirit.

"A hollow tongue," laughed the evil one, "with which to suck up his blood."

For a long time Eé-e-Toy sat in silence, thinking, while the evil one flew silently around his head. At last the Great Spirit smiled.

"At least," he said, "I can prevent your taking your victims unawares as you have planned. Let your wings hum a warning from this moment forth, and let all men at its sound raise up the hand against you."

With an angry hum of disappointment the evil one darted away, trying to outfly the hum that followed him, but the swifter his wings beat the louder the hum grew. Thus came about the tribe of the stinging gnats which men call mosquitoes, against whom at twilight every hand is raised.

The Lost Fable

Last evening, just before dropping off to sleep, I thought of a new fable. The idea came to me as I watched a star slowly sinking down behind the leafless branches of an elm tree outside my window. I knew it was a good fable in which a fairy figured and a little old goon who did not like her because she was so beautiful. I recall enjoying myself working out the details of the story. I invented a pretty scene for it and ended it with a good thought,—then I fell asleep.

When I awoke this morning I looked about in my head for my fable. I am still looking. It is gone—completely forgotten. I know the little fairy and the old goon are about somewhere, but search as I may, I cannot find them. I am sorry, too, for I liked the little fairy and somehow I liked the old goon, too, even if he were a greedy, jealous old rascal.

Now I wonder what happened to that fable! I cannot believe it has just ceased to be. I have an idea that it is filed away, somewhere, in that marvelous library we call memory. I have just forgotten the title and the shelf number of the volume that contains it. However, I am reconciled because of this: Until I began my search for the lost fable, I did not fully appreciate the marvels of this spacious library that each one of us has built up within our heads. As I passed down its aisles, rows and rows of books peeped out at me, each one a record of some thing I did or some sight I saw, or some sound I heard, or some thought I thought sometime in the years that I have lived. As I sit here and think over that little journey after the lost fable, one thing troubles me. What books are there on these shelves that I wish I could destroy forever? I am sure there are many,—shabby volumes with torn covers and contents that I would not want others to read. At first I consoled myself by thinking I alone had the key to those shelves and that as I stood there in imagination, in the twilight of that vast library of my writing, I was alone,—then suddenly I knew I was not alone—at the farther end, lost in the dusty vagueness of a blue distance, One Other moved. Thus it has come about that in losing my fable and seeking for it, I have suddenly come to a greater appreciation of the need of recording for my spirit's sake only those things that are beautiful and good and true. Somehow I should like to have that Other One smile as He passes down between the dust-laden shelves.

EDUCATION IN ACTION

Eleven Schools Adopt Code of Social Ethics

Eleven private schools in Brooklyn, N. Y., have subscribed to a code of social ethics drawn up by the Parents' League to "establish a sensible standard" of social activity. If the code is put into effect, Sunday parties and improper dancing will join the limbo of bell-bottom trousers. Boys and girls will attend only one function in an evening, and will start home at midnight without stopping on the way for "refreshments." Social engagements will not be considered valid reasons for absence from classes. Except during school holidays social engagements should be limited to Friday and Saturday nights and all parties should be chaperoned "from beginning to end," the league's code asserts. Younger children, the code states, never should go to theatres except with their parents or teachers, should always dress simply, and never be kept out after 9 o'clock.

Pleads for Religious Teaching in Schools

Approximately half of the 1,254,000 children in the schools of New York City receive no religious education, the Protestant Teachers' Association was told recently at its fourth annual luncheon by Pliny W. Williamson, chairman of the Weekday Religious Education Committee of the Greater New York Federation of Churches. The Very Rev. G. P. T. Sargent, dean of the Protestant Episcopal Cathedral at Garden City, L. I., pointed out that if the rule of the majority still holds in this country, America is no longer a Christian nation. "Only twenty-eight per cent. of our population are church members, and only a third of our children attend Sunday schools," he said. He advocated religious training for children during school hours, calling Sunday schools inadequate and incompetent, and an infringement on the child's playtime that tends to create an instinctive dislike for religious education.

Youth Answers Its Critics

"Either the system of grading has changed radically or those who have been viewing flaming youth with alarm are in for a terrible let-down—and the latter conclusion seems obvious," declares the New York World editorially. It adds that "in announcing that Miss Sarah A. Solovay of Ithaca had set an all-time record with an average of 99.05 per cent. in a scholarship examination for Cornell University, the New York State Education Department made this amazing disclosure: In 1924 there were but 320 students in the state who averaged ninety per cent. or more in winning scholarships; in 1925 there were 431 on the list; in 1926, 529; in 1927, 770; in 1928, 856, while this year there were 1,010. An increase of more than 200 per cent. in six years! Modern youth replies to its critics with a vengeance."

Running Drugstore Not Attractive

Not a single student enrolled this year for the course offered by the School of Pharmacy in Constantinople and only two registered for dentistry. In the face of this situation the school was forced to appeal to the Ministry of Public Instruction to solve the problem of encouraging sufficient young men to follow these professions.

Chinese Girl Sets Record

Miss Huei Te (Alice) Ying of Peiping, China, is one of the few members of Wellesley College to achieve the honor of being graduated from that institution in three years, instead of the four usually prescribed. Miss Ying came from China as one of five students chosen as recipients of scholarships from the Boxer Indemnity Fund. She passed entrance examinations with high credit. She has attended the summer schools of Harvard University and of the University of Chicago. Her ambition is to become a lawyer, and she will continue her studies next year at Columbia for that purpose.

Life of Normal Child Surveyed by School

Investigation into the life and habits of the normal child is being carried on by the Federal Public Health Service in one of the public schools of Baltimore. This is the first time that an attempt of this kind has been made although the group known as problem children have been under numerous and varied observations. The greatest difficulty was the selection of the requirements of an average child. Every phase of the child's life will be observed and the investigation is expected to last several months. Among the points being studied are the environment, the physical condition of the child, the attitude of the parents, the attitude of the teacher and the response of the child to various conditions and treatments. Psychiatrists throughout the country have expressed interest in the results of this research work and several have been employed by the Public Health Service to aid in the work. While a comparatively small group is being studied at this time, as the work goes on the group will be decreased and a very small number will be selected for intensive observation.

Sees Co-Education As Aid to Marriage

The value of co-educational schools as a medium to help young women in choosing their future husbands was stressed in an interview by Dr. Anna Y. Reed, professor of Personnel Administration at the School of Education of New York University. Dr. Reed also advised any girls wishing to get married to attend a co-ed institution. "If a girl wants to get married, and, of course she should, then she ought to go to a co-ed school where she will meet a lot of men," said Dr. Reed. "In a co-educational college she will meet all types of men and learn just which type she gets along best with. Then, whether she marries a college mate or not, she will have something to guide her when she finally makes her choice."

Would Exclude Unwed Teacher

Children should not be exposed to the influence of unmarried teachers who are living "half lives," according to Dr. Bernard Glueck, of New York. Formerly a director of the psychiatric clinic at Sing Sing, Dr. Glueck, in turning his attention and knowledge toward the problems of education, declared that only the happily married of either sex are fit to teach school. "Restriction should be on the unmarried teacher, not the married one, because the former is almost sure to be unnatural emotionally," he said. "I would prefer to see my children educated by teachers who are not bachelors. Instead, the premium is put on the unmarried woman teacher, with the result that the effect of the influence of teachers thwarted in their emotions is for all to read." Dr. Glueck said that the emotional equipment of all people trusted to the upbringing of children should be carefully scrutinized.

Teachers Organize For Mutual Welfare

Official organizations of teachers have very slowly developed in the course of a century or more. They began simply as informal gatherings to discuss ways and means of improving teaching and schools in general. Then little by little they became more or less permanent with a somewhat loose organization, and finally grew into well-organized local, state and national associations with a membership of goodly proportions, declares Dr. Frank P. Graves, commissioner of education, State of New York, in a recent article. New York and Massachusetts started state teachers' associations as early as 1845, and other Commonwealths followed, until by the beginning of the new century every state but Delaware possessed one. In 1857 the National Teachers' Association met for the first time, and, after affiliation with several other groups having like purposes, blossomed in 1870 into the National Education Association. It was not until 1919 that the associations, national and state, appear to have come to professional consciousness and began a rapid development of well-defined aims, and an aggressive campaign to promote the material welfare of the profession. In that year the national association formulated plans that resulted in almost a complete reorganization, and since then it has given much time and effort to improving the situation with reference to salaries, tenure, health, pensions and teacher participation in administration. The states at the same time became similarly active.

Study of German Growing

The study of German is gaining rapidly, while the number of students of Latin is decreasing in the secondary schools of New York City. During the past two years there has been an increase of 44.8 per cent. in the senior high school enrollment of students in German classes. During the past year alone there has been an increase of 22.7 per cent. in enrollment. The junior high school figures show an increase in one year of 26 per cent.

Business Needs No Young Snobs

The door of opportunity is wide-open for young men in business in the United States today, William Butterworth, president of the United States Chamber of Commerce, told students of Boston University School of Business Administration, but success must be founded on modesty, genuine knowledge and creative thought, and not in the least on "snobbery," he emphasized. "One of the worst starting points a young man can make is to come out of college with a firm conviction of his superiority," Mr. Butterworth said. "Business success depends on something more than mere technical knowledge or ability. The personal side is all-important. Recently the country was stirred by the statements of a well-known educator, who encouraged young men to be snobbish. I am going to urge you to cultivate an unsnobbish attitude toward your fellow-beings."

Teach Youth World Problems

Students in American schools who will be charged with the important task of solving the world's international problems in the future must be educated with the task in view, Professor Charles Swain Thomas, of Harvard University, said before the twenty-ninth annual meeting of the New England Association of Teachers of English. "We can't do that with the mere teaching of grammar and sentence structure," Professor Thomas declared. "But by teaching our pupils literature of other people we can develop in them a real respect for other nations and a spirit of international amity, which is so essential to the world's future welfare." Schools and colleges in the United States are far behind those in Europe, and especially in England, in the teaching of world citizenship, Professor Thomas charged.

443 Tell Reasons For Going to Rutgers

Of the 443 freshmen at Rutgers University, forty-three came to the university "to get a good education" and to "better" themselves, while only three gave as their reason a desire to participate in intercollegiate athletics, according to the responses to the annual questionnaire. Two of the first-year men frankly admitted that they had been "sent." One declared he came to Rutgers so that he might "go home on short notice." "Rutgers seemed the kind of a college which would be in tune with my serious intentions as well as with my intentions which are not serious," another wrote. A Vermonter favored "the idea of non co-ed," while another said succinctly: "I came here to study."

Private Academies Show Slight Gain

The number of private high schools and academies in the United States has increased but 200, or 8.9 per cent. over the number reporting in 1915, the chief of the division of statistics, United States Office of Education, Dr. Frank M. Phillips, stated recently. In explaining the reason for the apparent small increase of private institutions of this character during the long period, Dr. Phillips said there has been a tendency to larger schools rather than more schools. Statistics for 1928 based upon reports from 2,448 such schools disclose a teaching staff of 20,333 and an enrollment of 269,249 pupils, or an increase in the latter of 73.6 per cent. over those reported in 1915.

Garage Becomes Part Of Rural Schoolhouse

The little district school that dots the country here and there may not have the facilities, accommodations and attractions of modern schools in cities and villages, but those of the northern part of Seneca County, New York, are setting an example for others to follow. The automobile being a component part of the life of teacher and students of the modern district school, garages for housing these machines are becoming part of district school property. Fayette School District 1, known as the Pontius district, is the latest addition to the list of district schools of northern Seneca County that provides a garage. The brick schoolhouse of this district recently burned down and was rebuilt of brick. Then they added a frame garage to the property. Charles B. Earl of Waterloo, superintendent of the North Supervisory School District, said there were several schools in the northern part of the county that have built garages on school property, but he knew of no other cases where it has been done.

Canadian Schoolrooms May Display Peace Pact

Proposals to have a copy of the Briand-Kellogg peace pact placed in every school in the Dominion of Canada, which have been indorsed by W. L. Mackenzie King, Prime Minister of Canada, are meeting with the approval of educationalists in the western provinces, and will be considered by provincial governments as soon as formal notification of the project is received. Under the plan, the Federal government would furnish suitable copies of the treaty for use in the schools. But, as school administration is a provincial matter, the provincial governments would have to undertake the placing of the copies in the schools.

Advises Education For City Employees

Frank C. Perkins, president of the Buffalo (N. Y.) City Council, has recommended that city employees there be given time off with pay while they pursue study of special subjects that would make them more efficient in their service to the city. He would have the University of Buffalo and secondary schools in the city establish

special courses designed to meet the needs of public officials, as is done in Cincinnati. Mr. Perkins recently visited the University of Cincinnati and was told that part-time city employees there who studied the public administration courses and later assumed full-time jobs have notably improved the type of service rendered the public. Recommendations of Mr. Perkins include one that would revive an old local law that permits the city to offer scholarships to its employees who are eligible for advanced training.

Stolen Test Paper Wrecks School Team

Four members of the basketball team of Thomas Jefferson High School, Brooklyn, N. Y., have been suspended from athletic activity following their admission that they had taken advantage of a set of stolen midterm examination papers, it was recently announced by Dr. Elias Lieberman, principal of the school. Another boy, not a member of the team, was said to have confessed to the theft. "I wanted to see the members of the team pass creditably," he explained, according to Dr. Lieberman. In some manner, still undetermined, the boy got to the school vault where the papers were kept. He distributed copies to the team, all but four of whom accepted them. His expulsion will probably be demanded, it was said. The names of all involved were withheld.

Students Fail In Facial Test

"Scareface" Al Capone, former Chicago gangster, was named everything from Y. M. C. A. secretary to a member of Congress, while an Oklahoma lawyer was named a crook several times, but never a lawyer by students contemporary society course at Reed College, Portland, Ore. The students were given a list of stereotyped characters like banker, senator, crook, bolshevist, and were shown a number of photographs without name or any mark which might hint of the person's identification or character. Out of 406 possible guesses, 342 were given, of which only 47 were correct.

Scrambled Geography Is Bared by Tests

Albania is a city in New York; Giannini is a state in Cuba, and the Barbados are "kings of Russia," according to answers of high school boys to tests sponsored by the Review of Reviews. San Juan, Porto Rico, gave students as a whole the greatest difficulty. One placed it in Hawaii, another in California, a third in southern China, a fourth in Havana, and dozens in Mexico.

TREND OF THE TIMES

INSTEAD of a long line of solidly constructed forts situated at intervals along the frontier of France, permanent and impregnable fortifications are being made only at certain key points, it has been revealed by Andre Maginot, Minister of War for France. These are served by road and underground communications. The new elements in this modern defence construction are their extreme adaptability to territory and mobility.

THE SOCIALIST PARTY in the United States, primarily foreign in its origin and control, has become Americanized, and with immigration restriction "must now be American or nothing at all," declared Abraham Cahan, editor of the Jewish Daily Forward. From observations as a member for forty-seven years he saw "a genuine American Socialism with an American soul shaping itself in this country—a wave of Socialism spreading over America among Anglo-Saxons as well as other races."

MAKING OF BREAD, once the pride of every housewife, is fast becoming a lost art according to a prominent figure in the baking industry. He declares that the younger generation of housewives know little about making bread except what they have learned in their high school courses of home economics. They are too busy to bake bread for their families as their mothers did, and the mothers, to a large extent, have adopted the idea and are spending less and less time in the kitchen.

YOUNG CRIMINALS, ratio is increasing, smaller cities have more crimes than larger ones, and the lack of home ties tends to promote law breakers are three of the outstanding points in a recent Federal census report. The Bureau agents found that prisoners are migratory, moving from community to community. Education, it is stated, is a deterrent for crime. The commitment ratio is about three times as high for the illiterate as for the college group.

NOW COMES a prison term on the installment plan. Fred Lewis, of Vancouver, Washington, convicted of driving an automobile while intoxicated and sentenced to forty-five days in jail, told Judge George B. Simpson, of Clark County, he would lose his job if compelled to serve the whole term at once. He asked that he be allowed to devote his annual fifteen-day vacation to it. The jurist granted the request.

"COMPULSORY HEALTH" is advocated by Dr. William G. Savage, health officer for Somerset, England. By "compulsory health," he means the duty of all individuals in the community to maintain themselves in health, or if they are in charge of children, to see that they are maintained in health, all, of course, so far as is practicable—a duty if necessary to be enforced by compulsion. Those penalized by neglect of health include a far wider range than the sufferer himself and involve expenditure for the community which need not have been incurred, it was pointed out.

WOMEN WORKERS are experiencing occupational progress, as evidenced by the fact that the number in farm work decreased within the past decade, while women employed in clerical work doubled in number. Approximately 4,000,000 women, however, or about one-half of the working population of women, are still subject to labor hardships that "challenge attention in regard to their health and happiness," declared Miss Mary Anderson, director of the Women's Bureau, Department of Labor.

WITH NEW RETAIL stores opening almost daily in cities throughout the United States, Chicago's three big mail order houses are nearing the crest of an expansion program that is to eventually give them retail outlets through chain stores blanketing the nation. The speed with which these business rivals are operating renders statistics obsolete almost before they are gathered. Five years ago not one of the trio owned a retail store. Today they own nearly 800, and one of them has a schedule for 1,500 in the next four years.

CHINA may lead the procession by accepting the new mode of a thirteen-month calendar next year. This has been suggested as a solution to the controversy which has been maintained in Peiping between the government and the people for the past eighteen years, the state having officially assumed the calendar of the Occident, while its citizens have continued to pay their debts and celebrate their holidays according to the reckoning of their forefathers.

The BOOK TABLE

CITIZENSHIP THROUGH EDUCATION. By Clyde B. Moore, Cornell University. American Education Series, George D. Strayer, editor. Cloth. 320 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

From every angle this book magnifies reliable ways to stabilize the importance of citizenship in those who are to be the United States of the future, but that which appeals to us most inspirationally is the way in which the author clinches everything in a sentence that cannot be forgotten. We quote sample sentences:—

"Incidental education is apt to be merely accidental education."

"Liberty and freedom cannot exist as mere abstractions."

"The force of creation carries with it the accumulated momentum of a dynamic past."

"The attitude of society toward childhood is indicative of its level."

"The nature of good citizenship is almost as puzzling as the nature of good weather."

"Systematic education and civilization are related."

"American citizenship is a constantly increasing responsibility."

"Civic shortages imply that certain civic needs have not been met."

FIRST STEPS IN TEACHING NUMBER. Modern School Arithmetics. Book One and Book Two. By John R. Clark, Lincoln School, Teachers College, Columbia University, Arthur S. Otis, Psychological Editor of the World Book Company, and Caroline Hatton, Fort Lee, New Jersey. Yonkers-on-Hudson, New York: World Book Company.

It will be some time before there will be a series of arithmetics that meets all the desires of all the teachers. For a hundred years authors and publishers have been making new arithmetics, but it is probably true that there have been more school arithmetic adventures in the last fifteen years than in the fifty preceding years.

Sixty years ago we were supposed to be a specialist in the teaching of arithmetic, and two of the most important textbook creations of those days honored us with seeking our pedagogical wisdom in the creation of those systems. Naturally this has been one reason why we have examined new series of arithmetics with a little more interest than other textbooks.

The latest attempt to secure professional and administrative confidence is the extent of the use of the proofs before the plates are stereotyped.

The Clark-Otis-Hatton Modern School Arithmetics were used an entire year by eighty-five teachers in twenty school systems, and won the enthusiastic appreciation of all of them after each of them had suggested some improvement in principles, methods or devices.

In the first place Professors Clark and Otis and Miss Hatton represent the controlling factors of professional idealism and practical achievement.

There are no adventures in methods that are hazardous. The authors have rejected nothing traditional that has always produced good results. On the other hand they have eliminated most of the traditional that was repellant to many children. There is nothing of the old-fashioned fettering of children to keep them in lock-step.

There is at every turn in the arithmetical highway an attractive outlook. There are pictures, suggestions and stories that are genuinely attractive to all the children.

The title is especially happy, "Modern School Arithmetics." The school that it seeks is "modern."

THE COLLEGE BOOK OF PROSE. 1400-1929. Compiled by Robert M. Gay, Simmons College, Boston. Cloth. 735 pages. An attractive edition. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

It is an heroic endeavor to choose for college reading six prose selections of the Middle Ages, 1398-1500; eighteen each from the Renaissance, 1500-1600; from the seventeenth century, eighteenth and nineteenth centuries, and sixteen from the twentieth century. There can be no question but that each of these seventy-six prose selections is well worth reading by any one in college or at home. The balancing of style and personalities is done masterfully by the author.

OUR ECONOMIC LIFE. By Thomas Nixon Carver, Harvard University, and Gladys Marion Adams, William Penn High School, Philadelphia. Chicago, Philadelphia, Toronto, Atlanta, San Francisco, Dallas: The John C. Winston Company.

Dr. T. N. Carver has a mastery economic science that is reliable in its philosophy and clear as crystal in its presentation. No one has a more human interpretation of economic trend or a more sympathetic consciousness of responsibility for the influence of his conclusions which assume the attitude of personal advice to students.

"Our Economic Life, A General Social Science" in the production of which Gladys Marion Adams shares responsibility, is one of the best influences ever in school use. It has a personality that is rarely attainable in a textbook. Its great charm is the tendency to help students and readers to do their own thinking and to think along the lines in which intelligent, thoughtful, conscientious and successful leaders are thinking.

The illustrations are highly helpful. They have the appeal of the cartoon with the artist's skill of transforming interest into action, or sentiment into science, amusement into achievement.

ASSEMBLIES FOR JUNIOR AND SENIOR HIGH SCHOOLS. By Eileen H. Galvin and M. Eugenia Walker, both of Denver. With Foreword by L. Thomas Hopkins, University of Colorado. Cloth. 343 pages. 420 Lexington Avenue, New York City: Professional and Technical Press.

The assembly is sure to play an important part in both junior and senior high schools in all future school functioning. The fact that there is a demand for information about assemblies, and for material for use in assemblies, is of itself adequate demonstration that secondary education is to be modernized, and this product of Denver teachers meets the new demand admirably.

PRACTICAL STUDIES IN COMPOSITION, with Specimen Readings. By Roy Ivan Johnson, professor of English, Harris Teachers College, St. Louis, and Laura Anita Searcy, instructor of English Composition, Stephens College, Columbia, Mo., and Werrett Wallace Charters, professor of education, Ohio State University. 432 pages. Cloth. New York: The Macmillan Company.

This treatment of composition writing emphasizes the difference between teaching composition writing as it is to be hereafter in distinction from the "How Not to Write" methods of other days.

Books Received

"Just Normal Children." By Florence Mateer. New York City: D. Appleton and Company.

"The Snow Children." By Hattie A. Walker.—"The Twins in Fruitland." By Gladys Jay.—"Books and Materials." Catalogue No. 30. Chicago, Illinois: Beckley-Cardy Company.

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GRINS BETWEEN GRINDS

He Got It

Kelly and Cohen were having dinner together. Cohen helped himself to the larger fish, and Kelly said:—

"Fine manners ye have, Cohen. If I had reached out first I'd have taken the smaller fish."

"Vell," Cohen replied, "you got it, didn't you?"

Indeed He Will

Harassed Carpet Salesman (appealing to husband)—"You won't beat this, sir."

Wife (snappily)—"You'll pardon me—he will if I buy it."

Brief and Effective

A certain man who had been invited to speak at a political meeting was placed last on the list of speakers. Moreover, the chairman introduced several speakers whose names were not on the program, and the audience was tired out when he eventually introduced the last speaker: "Mr. Bones will now give us his address."

"My address," said Mr. Bones, rising, "is 551 Park Villa, and I wish you all good-night."

A Much Regulated Family

Heck—"Come now, own up. Who is the head of your household?"

Peck—"Well, my wife used to be, but since my daughters have grown up, we have a commission form of government."

Check

"And why, my man," asked the visiting curate, "are you here?"

"Well," replied the prisoner, "just run through the Ten Commandments and I'll tell you if I've missed anything."

The Dictator

A colored gentleman who appeared in court as a witness was asked:—

"What is your name?"

"Calhoun Jefferson, sah."

"Can you sign your name?"

"Sah?"

"I ask if you can write your name."

"Well, no sah. Ah nebber writes my name, Ah dictates it, suh."

The Bookkeeper

"My papa's a bookkeeper," said little Edwin, proudly.

"Yes, I know it," replied small Ruth. "He borrowed a book from my father six months ago and hasn't returned it."

I'm Alone

Pat was spending the night in a haunted room.

Suddenly a voice moaned: "There's only you and me, there is only you and me."

"Begorra!" cried Pat, "there'll only be you when I get this other boot on."

Latest at the Theatre

Saleswoman—"Let me show you the latest thing in theatre gowns."

Customer—"The latest thing in theatre gowns? That's my wife—she's never ready before the second act."

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Fathers More Helpful

The belief that mothers provide the school information for the household and that they know more about the schools in which their children are educated than fathers is declared to be erroneous in a survey recently completed by Dr. William Hall Todd of Teachers College, Columbia University. Popular belief to the contrary, women know less about the public school system of the United States than the men, Dr. Todd asserts, and to prove his contention he cites figures compiled from a questionnaire he sent out to 7,000 parents in seventeen different cities of the country. Mothers may know a trifle more about the school curricula and the school buildings than the fathers, but, on matters of school administration, finance, teachers and the organization of the schools they are in profound ignorance, as compared to their husbands. In the small towns there was found to be the greater question in civic matters, and consequently the parents were able to answer his questions more correctly. In the large cities parents made very poor scores, some not even knowing the names of the various superintendents of schools and others being ignorant of the fact that the superintendent must be a college graduate. "On the whole," Dr. Todd says, in summarizing his findings, "citizens know just about fifty per cent. of what is most desirable, even necessary, for them to know about their schools to enable them to give reasonably intelligent consideration to public school affairs. The average information score made by all cases from all cities was 499 out of a possible 1000 points. It is incorrect to state that citizens know nothing about their schools, but there are some who know practically nothing as indicated by this examination."

The "Helping Teacher"

The development of initiative in children attending elementary school is one of the most important phases of educational work, Charles H. Elliott, Commissioner of Education for the State of New Jersey, said in his annual report, which has been made public. The state is trying to eliminate standardization that has "tended to place emphasis upon the learning of facts and memorizing," while retaining "sanity" in the movement toward individualization, he said. The development, which affects a school system that handled 790,933 students last year, is being made through experiments with "helping teachers" who visit the different districts, a painstaking program of curriculum construction and through a wide study of the pupils themselves. "The educational program must be broadened and enriched," Mr. Elliott wrote. The public schools employed 27,567 teachers last year, the commissioner said, and the total expenses of operation amounted to $95,887,414.96. The day schools enrolled 770,879 pupils, and 21,114 attended evening classes. A total of 117,899 of these were in high schools, an increase of 6,819 over the preceding year. The expenses of operating the schools were shown to have mounted almost $20,000,000 in five years, this being reflected in teachers' salaries, the average of which rose from $1,785 in 1925 to $2,007 in 1929. The school properties in the state, Mr. Elliott said, now are valued at $271,225,536, an increase in holdings of almost $18,000,000 over the previous year.

"The Charm of Teaching"

By W. H. Morton

Director Teacher Training, University of Nebraska

I would rather teach school than be a great painter, a great architect or a great sculptor. The work of the man of business, of finance or of the industries has no such appeal as does work with boys and girls. How simple is the challenge of the farm or shop to the complexity of guiding and leading growing and developing youth from what it is today to a more desirable personality tomorrow.

It is this constant change in the boys and girls which makes the work interesting. I see them today and think I know them, but tomorrow a new personality emerges. The child has changed over night. New springs of action have begun to function.

The greatest challenge is not that boys and girls are alike, but that they are different. What a rich experience to watch a child change and grow as we help him to curb and suppress the undesirable and cultivate and develop the worth while.

These differences point out the various gifts of children. And it is here that the teacher's greatest work lies. We must so plan the work that special interests, gifts and aptitudes may be found. The master teacher does not seek to make pupils all alike, does not prepare a mould and force each one into it. But instead we recognize that each child has his own life to live and we seek to make this living as happy and rich each day as is possible. We do not look upon the school as a place where children are prepared to live after awhile, but as a place where they may live richly now. We know full well that this is the best preparation for living tomorrow.

After having discovered a worthy gift in a child, the teacher must so plan the work, arrange the materials and guide the pupil that the gift may be developed. Here is the test of the great teacher. A faint glimmer of a gift is seen or a slight form of expression shows forth. The child, like a quivering moth just emerged from its cocoon, is daring to respond to an inner urge. What a moment in the child's life! It seems that the whole universe awaits. Will this spark of activity be fanned to a flame to burn more brightly from day to day until a genius is given to the world? Or will sharp criticism and unsympathetic words crush this glimmer and smother it until darkness rules another soul?

In the classroom of the school teachers of America today sit the boys and girls who in a few years will be our artists, statesmen, business and professional men and women.

—The Nebraska Parent-Teacher.

Intelligence Test Condemned By Educator

Injustice perpetrated against artistic children in public schools by mental tests that measure only technical skill in reading and arithmetic has been condemned in a recent investigation by Dr. Robert K. Speer, associate professor of elementary education, New York University. Under present school conditions and existing mental

tests, children with the highest aesthetic sensibility and ability are apt to find themselves put in a class with dullards and their progress in the line of their special ability held back merely because they do not excel in the mechanics of spelling or sums, according to the charges. So-called "general intelligence" tests commonly employed in grading pupils were found to be really about 90 per cent tests of reading ability and arithmetic. At the same time almost no correlation between proficiency in reading or juggling figures and the ability to appreciate or execute good drawing, prose, or poetry was discovered. Indeed, the chances that a child branded dull by the intelligence tests will have special aesthetic gifts equal to the child labeled bright are about fifty-fifty, according to findings of the investigation. Complacent acceptance of the prevailing standard of judging mental ability has, moreover, placed an undue emphasis on the importance of reading, writing and arithmetic in the school program. As long as intelligence is measured by proficiency in this limited field, teachers will give more time to mechanical and practical schooling than is warranted by its value to the student in after life.

Will Be Paid to Drink Coffee

Eighteen boys and eighteen girls at Columbia University are to be paid $1 an hour for drinking coffee and answering questions. They will be interrogated after each cup until their capacity is reached. It is described as a psychological experiment to determine the effect of coffee on the elementary and motor capacities.

Meetings To Be Held

DECEMBER

30-Jan. 1: Modern Language Association of America; Sec. C. Brown, New York University, New York City; Cleveland, Ohio.

31: American Student Health Association; Sec. D. F. Smiley, Cornell University, Ithaca, New York; New York City.

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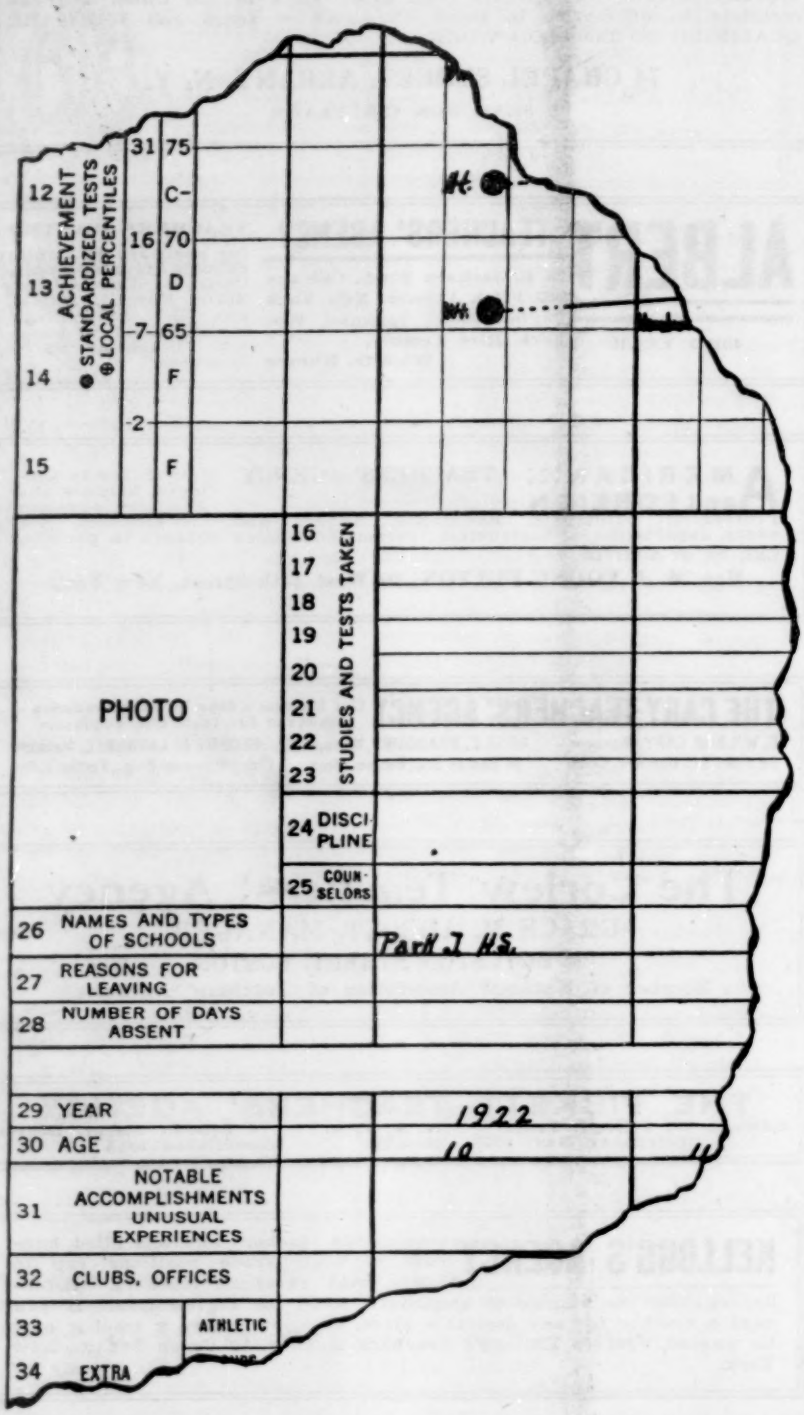

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